



Registered Teacher

Position Description and Performance Management

Overarching Statements

1. Teachers play a critical role in enabling the educational achievement of all ākonga / learners.
2. The Treaty of Waitangi extends equal status and rights to Māori and Pakeha. This places a particular responsibility on all teachers in Aotearoa New Zealand to promote equitable learning outcomes.
3. In an increasingly multicultural Aotearoa New Zealand, teachers need to be aware of and respect the languages, heritages and cultures of all ākonga.
4. In Aotearoa New Zealand, the Code of Professional Responsibility commits registered teachers to the highest standards of professional service in promoting the learning of those they teach.
5. All Kohia Terrace School teaching staff are expected to -
 - Be familiar with and follow **The School Health & Safety guidelines** and requirements for their own safety and wellbeing and that of the students and other staff
 - Follow the **Staff Digital Technology and the Cybersafety Use Agreement** and model digital citizenship with students
 - Engage and add value to the **special culture** of Kohia Terrace School.
 - Support and assist the implementation of the **vision & values** of Kohia Terrace School

Our Vision What we aspire to	The power to dream, the passion to achieve			
Our Values What we model and live by	Kohia Kaitiaki <i>We will ...</i>			
	Care and Respect	Persevere to Achieve	Lead with Integrity	
Our Competencies What we learn to do better every day	Mōhio A learner who knows and values self and strives to be the best they can be	Whanaunatanga A learner who builds positive relationships through words and actions	Whakaaro A learner who actively notices, questions and thinks flexibly to make sense of their world	Whakatutukitanga A learner who actively participates and contributes to achieve an outcome that makes a difference

Teaching Council “Our Code, Our Standards” Expectations

WHAKAMANA: empowering all learners to reach their highest potential by providing high-quality teaching and leadership.

MANAAKITANGA: creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.

PONO: showing integrity by acting in ways that are fair, honest, ethical and just.

WHANAUNGATANGA: engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community

The Standards

Standard	Elaborations of the Standard
<p>Te Tiriti o Waitangi partnership</p> <p>Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.</p>	<ul style="list-style-type: none"> ● Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand. ● Understand and acknowledge the histories, heritages, languages and cultures of partners to Te Tiriti o Waitangi. ● Practise and develop the use of te reo and tikanga Māori.
<p>Professional Learning</p> <p>Use inquiry, collaborative problem- solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.</p>	<ul style="list-style-type: none"> ● Inquire into and reflect on the effectiveness of practice in an ongoing way, using evidence from a range of sources. ● Critically examine how my own assumptions and beliefs, including cultural beliefs, impact on practice and the achievement of learners with different abilities and needs, backgrounds, genders, identities, languages and cultures. ● Engage in professional learning and adaptively apply this learning in practice. ● Be informed by research and innovations related to: content disciplines; pedagogy; teaching for diverse learners, including learners with disabilities and learning support needs; and wider education matters. ● Seek and respond to feedback from learners, colleagues and other education professionals, and engage in collaborative problem solving and learning- focused collegial discussions.
<p>Professional Relationships</p> <p>Establish and maintain professional relationships and behaviours focused on the learning and wellbeing of each learner.</p>	<ul style="list-style-type: none"> ● Engage in reciprocal, collaborative learning-focused relationships with: <ul style="list-style-type: none"> ○ learners,families and whānau ○ teaching colleagues,support staff and other professionals ○ agencies,groups and individuals in the community. ● Communicate effectively with others. ● Actively contribute, and work collegially, in the pursuit of improving my own and organisational practice, showing leadership, particularly in areas of responsibility. ● Communicate clear and accurate assessment for learning and achievement information.
<p>Learning Focused Culture</p> <p>Develop a culture that is focused on learning, and is characterised by respect, inclusion, empathy, collaboration and safety.</p>	<ul style="list-style-type: none"> ● Develop learning-focused relationships with learners, enabling them to be active participants in the process of learning, sharing ownership and responsibility for learning. ● Foster trust, respect and cooperation with and among learners so that they experience an environment in which it is safe to take risks. ● Demonstrate high expectations for the learning outcomes of all learners, including for those learners with disabilities or learning support needs. ● Manage the learning setting to ensure access to learning for all and to maximise learners’ physical, social, cultural and emotional safety. ● Create an environment where learners can be confident in their identities, languages, cultures and abilities. ● Develop an environment where the diversity and uniqueness of all learners are accepted and valued. ● Meet relevant regulatory, statutory and professional requirements.

<p>Design for Learning</p> <p>Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.</p>	<ul style="list-style-type: none"> • Select teaching approaches, resources, and learning and assessment activities based on a thorough knowledge of curriculum content, pedagogy, progressions in learning and the learners. • Gather, analyse and use appropriate assessment information, identifying progress and needs of learners to design clear next steps in learning and to identify additional supports or adaptations that may be required. • Design and plan culturally responsive, evidence-based approaches that reflect the local community and Te Tiriti o Waitangi partnership in New Zealand. • Harness the rich capital that learners bring by providing culturally responsive and engaging contexts for learners. • Design learning that is informed by national policies and priorities.
<p>Teaching</p> <p>Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.</p>	<ul style="list-style-type: none"> • Teach in ways that ensure all learners are making sufficient progress, and monitor the extent and pace of learning, focusing on equity and excellence for all. • Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori. • Use an increasing repertoire of teaching strategies, approaches, learning activities, technologies and assessment for learning strategies and modify these in response to the needs of individuals and groups of learners. • Provide opportunities and support for learners to engage with, practise and apply learning to different contexts and make connections with prior learning. • Teach in ways that enable learners to learn from one another, to collaborate, to self-regulate and to develop agency over their learning. • Ensure learners receive ongoing feedback and assessment information and support them to use this information to guide further learning.

Effective teaching and learning guidelines

Key Expectations	Outcomes
<p>Planning</p>	<p>Clear learning intentions and an idea of the success criteria evident in planning Planning shows clear links to the NZ Curriculum objective Planning shows differentiation for ākonga needs Variety of learning activities to meet different learning styles Different assessment tools used to identify next steps in learning Planning shows opportunities for use of digital tools, learner agency and higher order thinking Assessment practices improve learning All planning is kept in the shared planning folder for ease of access All planning is completed prior to delivery Co-planning with year group buddy where possible</p>

Shared Learning Intentions	<p>Learning Intentions are discussed with the ākonga and displayed in modelling/ākonga books/docs and walls</p> <p>Set the purpose for learning; ākonga know and can discuss their learning intentions with others</p> <p>Success criteria are co-constructed</p>
Formative Assessment	<p>Provide written and oral feedback that is related to goals and feeds forward next steps for ākonga</p> <p>Opportunities provided for kaiako, self and peer feedback</p> <p>Use pink and green highlighters as a form of feedback - green for grow, pink for achieved goal</p>
Classroom organisation	<p>Timetable of the day displayed in class - written and visual for students</p> <p>Lessons and resources well planned and organised</p> <p>Balanced coverage of the curriculum - evident in timetables, long term and weekly planning</p> <p>Integrate learning across the curriculum</p>
Provide a safe learning environment	<p>Co-construct a class treaty based on all of us being Kohia Kaitiaki (Care and Respect, Persevere to Achieve, Lead with Integrity) to promote:</p> <ul style="list-style-type: none"> ● Reduced anxiety ● A risk taking environment ● Celebrating successful learning ● A sense of ownership of their classroom ● Positive relationships
Positive Behaviour	<p>Model school values (Kohia Kaitiaki)</p> <p>Deliberately teach expectations and consistently apply them</p> <p>Acknowledge and reward expected behaviours</p> <p>Keep records on on-going behavioural issues in Hero</p>
Learner Agency	<p>Provide models for ākonga around what it means to be a learner</p> <p>Include opportunities for ākonga to be active participants in their own learning</p> <p>Develop goal setting ability</p> <p>Ensure ākonga use the KTS Pathways to set goals, promote agency and link to learning posts</p> <p>Review learning pathway goals in HERO at least once a fortnight</p> <p>Promote ākonga collaboration, deep thinking, and questioning about learning</p> <p>Give opportunities for ākonga to learn from each other</p>
Inquiry	<p>Inquiry is based on learning that is authentic to ākonga and our local curriculum</p> <p>Literacy and numeracy integrated into inquiry when possible</p> <p>Inquiry follows the KTS PLANS model (Years 1 - 6)</p> <p>Inquiry encourages questioning, curiosity, depth of thinking and purposeful outcomes</p>

Inclusion	<p>Model and promote a culture that values diversity and creates a sense of belonging for all ākonga .</p> <p>Individual needs are catered for in planning and delivery</p> <p>All successes and achievements are recognised and valued</p> <p>Expect all ākonga to achieve to their full potential</p>
Cultural Responsiveness	<p>Create relationships which affirm the cultural backgrounds of ākonga andwhānau.</p> <p>Integrate aspects of ākonga identity and culture into the curriculum</p> <p>Value the opportunities for ākonga to share their backgrounds and experiences</p> <p>Allow for ako - reciprocal teaching and learning</p>
Home - School Partnership	<p>Work in a collaborative and culturally-responsive way with whānau, and ākonga, in order to identify, support, and value the individual learning and social needs of each ākonga.</p> <p>Connect regularly with whānau</p>

Principal



Date 30 November 2023

Teacher

Date